



Brenchley Pre-School

Special Educational Needs & Disability (SEND) Policy

1. Policy Statement

At Brenchley Preschool we are committed to providing an inclusive environment where every child is valued, supported, and given the opportunity to thrive. We recognise that children develop and learn in different ways and at different rates. We are dedicated to identifying and supporting children with SEND at the earliest opportunity, working in partnership with families and professionals to remove barriers to learning.

2. Aims

Our SEND policy aims to:

- Ensure all children with SEND are identified early and supported appropriately.
 - Provide an inclusive learning environment that meets the needs of all children.
 - Work in line with the **SEND Code of Practice (2015)** and **EYFS 2025 statutory guidance**.
 - Promote equality of opportunity and eliminate discrimination in accordance with the **Equality Act 2010**.
 - Work closely with parents/carers and ensure their voice and views are central to decisions.
 - Collaborate with external agencies and professionals to support individual children.
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3. Legal and Statutory Framework

This policy is based on the following legislation and guidance:

- **Children and Families Act 2014**
 - **SEND Code of Practice: 0–25 years (2015)**
 - **Equality Act 2010**
 - **EYFS Statutory Framework (2025)**
 - **Working Together to Safeguard Children (2025 update)**
 - **Keeping Children Safe in Education (2025)**
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4. Definition of SEND

A child is considered to have SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
 - A disability that prevents or hinders them from accessing facilities normally available in an early years setting.
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5. Areas of SEND (as per Code of Practice)

- **Communication and Interaction**
 - **Cognition and Learning**
 - **Social, Emotional and Mental Health**
 - **Sensory and/or Physical Needs**
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6. Roles and Responsibilities

- **SENDCo (Special Educational Needs and Disabilities Coordinator):**
 - Responsible for the day-to-day operation of the SEND policy.
 - Coordinates provision and support for children with SEND.
 - Works with staff, parents, and external agencies.
 - Ensures staff receive SEND training and guidance.
 - Ensures resources are available to implement the policy
 - Monitors effectiveness of SEND provision
- **Key Person:**
 - Identifies developmental concerns and records observations.
 - Works closely with parents to plan next steps.
 - Implements strategies and targeted support.
- **All Staff:**
 - Promote inclusion and ensure equality of opportunity.
 - Differentiate learning experiences to meet children's needs.
 - Share concerns promptly with the SENDCo.

7. Identification and Assessment

We use a graduated approach in line with the **Assess – Plan – Do – Review** cycle:

1. **Assess:** Ongoing observations, assessments, and tracking highlight concerns.
2. **Plan:** In consultation with parents, targeted support and strategies are planned.
3. **Do:** Interventions are implemented by key staff with SENDCo oversight.
4. **Review:** Progress is monitored and reviewed regularly with parents and professionals.

If progress remains limited, a referral to external agencies may be made (e.g., speech and language therapists, health visitors, educational psychologists).

8. Education, Health and Care Plans (EHCPs)

- Where long-term, significant needs are identified, we will support parents in requesting an **EHCP assessment** from the Local Authority.
- We contribute to the statutory assessment process and support the implementation of EHCP targets.

9. Partnership with Parents and Carers

- We recognise parents as the primary educators and experts on their children.
- We maintain open communication, including regular meetings and progress reviews.
- Parents are involved in decision-making at every stage of the SEND process.

10. Partnership with External Agencies

We work with:

- Speech and Language Therapy (SALT)
- Health Visitors and Paediatricians
- Educational Psychologists
- Specialist Teachers (e.g., visual/hearing impairment)
- Local Authority SEND services

11. Transition

- We plan carefully for transitions within the setting and to new settings or school.
 - Transition meetings are arranged with parents, new teachers, and professionals where appropriate.
 - Information and strategies are shared to ensure continuity of support.
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12. Staff Training and Development

- Staff receive regular SEND training, including updates on EYFS and statutory requirements.
 - The SENDCo keeps up to date with national/local developments.
 - Training needs are reviewed through supervision and appraisal.
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13. Accessibility and Inclusion

- We provide reasonable adjustments to ensure all children can access activities.
 - Our building and resources are reviewed regularly to remove barriers.
 - Activities are planned with inclusion in mind, ensuring every child can participate.
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14. Monitoring and Evaluation

- The SENDCo monitors provision, interventions, and progress of children with SEND.
 - The management team reviews the effectiveness of the policy annually.
 - Feedback from staff, parents, and external professionals informs improvements.
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15. Complaints Procedure

- Parents should raise concerns with the Key Person or SENDCo in the first instance.
 - Parents may also contact the Local Authority SEND team or Ofsted if required.
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16. Policy Review

This policy will be reviewed annually, or sooner if statutory guidance changes.

This Policy was reviewed at a Management Meeting held on 1st September 2025



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Mrs Victoria Relle – Chairman of Brenchley Preschool